

SPRINGDALE ELEMENTARY

316 Wattling Road
West Columbia, South Carolina 29170

GRADES K-5 Elementary School

ENROLLMENT 423 Students

PRINCIPAL Dr. Thomas E. Smith 803-739-4175

SUPERINTENDENT Barry F. Bolen 803-739-8399

BOARD CHAIR Jerry S. Chitty 803-739-4708

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
24	32	2	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes

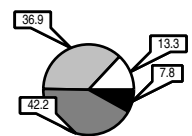
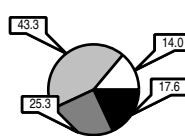
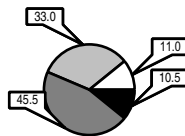
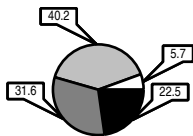
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

68.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms****Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Below Basic

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	221	100.0	11.0	33.0	45.5	10.5	66.0	Yes	Yes
Gender									
Male	109	100.0	14.0	40.0	39.0	7.0	58.0		
Female	112	100.0	8.3	26.6	51.4	13.8	73.4		
Racial/Ethnic Group									
White	177	100.0	8.7	30.8	48.3	12.2	68.0	Yes	Yes
African-American	36	100.0	24.1	41.4	31.0	3.4	51.7	I/S	I/S
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	192	100.0	8.1	30.3	49.7	11.9	71.9		
Disabled	29	100.0	33.3	54.2	12.5	0.0	20.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	221	100.0	11.0	33.0	45.5	10.5	66.0		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	219	100.0	11.1	32.4	45.9	10.6	65.7		
Socio-Economic Status									
Subsidized meals	73	100.0	12.7	42.9	36.5	7.9	57.1	Yes	Yes
Full-pay meals	148	100.0	10.3	28.8	49.3	11.6	69.9		

Mathematics - State Performance Objective = 15.5%									
All Students	221	100.0	5.7	40.2	31.6	22.5	76.1	Yes	Yes
Gender									
Male	109	100.0	5.0	42.0	29.0	24.0	72.0		
Female	112	100.0	6.4	38.5	33.9	21.1	79.8		
Racial/Ethnic Group									
White	177	100.0	4.1	39.0	34.9	22.1	81.4	Yes	Yes
African-American	36	100.0	17.2	37.9	20.7	24.1	51.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	192	100.0	3.8	37.8	33.0	25.4	78.4		
Disabled	29	100.0	20.8	58.3	20.8	0.0	58.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	221	100.0	5.7	40.2	31.6	22.5	76.1		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	219	100.0	5.8	39.6	31.9	22.7	76.8		
Socio-Economic Status									
Subsidized meals	73	100.0	9.5	44.4	28.6	17.5	60.3	Yes	Yes
Full-pay meals	148	100.0	4.1	38.4	32.9	24.7	82.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	76	100.0	7.4	39.7	51.5	1.5	52.9
	Grade 4	80	100.0	9.5	55.4	35.1	N/A	35.1
	Grade 5	77	100.0	23.6	37.5	33.3	5.6	38.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	61	100.0	9.8	21.3	36.1	32.8	68.9
	Grade 4	82	100.0	12.8	29.5	57.7	N/A	57.7
	Grade 5	78	100.0	14.3	45.5	37.7	2.6	40.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	76	100.0	5.9	48.5	29.4	16.2	45.6
	Grade 4	80	100.0	5.4	41.9	32.4	20.3	52.7
	Grade 5	77	100.0	11.1	37.5	20.8	30.6	51.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	61	100.0	3.3	47.5	32.8	16.4	49.2
	Grade 4	82	100.0	10.3	38.5	30.8	20.5	51.3
	Grade 5	78	100.0	7.8	35.1	29.9	27.3	57.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 423)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.9%	Up from 1.6%	2.1%	2.7%
Attendance rate	96.6%	Up from 95.6%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.7%		3.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.2%		3.0%	3.5%
Eligible for gifted and talented	31.0%	Down from 31.8%	21.9%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.0%	Up from 6.8%	7.6%	8.2%
Older than usual for grade	0.2%	N/A	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 27)				
Teachers with advanced degrees	59.3%	Up from 57.1%	54.5%	51.4%
Continuing contract teachers	92.6%	Down from 92.9%	89.5%	87.5%
Highly qualified teachers**	93.8%	N/A	95.7%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	89.7%	Down from 89.8%	88.6%	86.7%
Teacher attendance rate	95.2%	Down from 95.6%	95.2%	94.9%
Average teacher salary	\$42,765	Up 3.3%	\$42,213	\$40,760
Prof. development days/teacher	9.3 days	Down from 14.5 days	10.8 days	12.4 days

School				
Principal's years at school	18.0	Up from 17.0	5.0	4.0
Student-teacher ratio in core subjects	22.4 to 1	Up from 20.9 to 1	19.8 to 1	18.9 to 1
Prime instructional time	90.6%	Up from 90.0%	90.7%	90.0%
Dollars spent per pupil*	\$5,948	Up 3.6%	\$5,776	\$6,044
Percent of expenditures for teacher salaries*	66.4%	Up from 65.3%	67.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	93.4%	Down from 97.6%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.8%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Springdale Elementary School continues to look for ways to improve instruction and enhance student achievement. A major effort this year, and to continue into future years, was to better meet the differing needs and achievement levels of our students. In language arts, this was achieved by continuing to improve literacy group instruction or small group instruction. Students received large group (whole class) instruction related to state mandated standards for their grade, and they received small group instruction based on their needs and ability levels. We started testing students in grades 2-5 using the Measures of Academic Progress (MAP) test twice this year. There were 3 subtests administered each time (Reading; Language; and Math). The test results were used to identify student strengths and weaknesses, as well as, strengths and weaknesses of our curriculum. Adjustments were made if necessary.

Springdale continues to look for additional methods and strategies to help those students experiencing academic difficulty. We continued Reading Recovery for at risk first grade students. We conducted after school tutorials for students in grades 3, 4, and 5 needing extra assistance. We had a limited summer tutorial program for students with academic weaknesses in grades K, 1, and 2. We also offered summer school for students in grades 3-5 who experienced great difficulty in language arts and/or mathematics. Teacher assistants continued to give small group instruction to students in grades 1-5 who needed such assistance.

Our students continue to perform well academically. Most students score well above the standards on state and national tests. Nearly 50% of our 3rd - 5th graders made the Honor Roll or Principal's list each nine weeks. Twenty percent of our 5th graders received the President's Academic Fitness Award.

We continue to experience strong support from our PTO and SIC. The PTO has purchased 5 additional computers for our computer lab. They also purchased a sound amplification system for our cafeteria/auditorium. The PTO and SIC continue to be additional ways to sample parent opinions on curriculum and organization.

Tom Smith, Principal
Mitch Yell, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	71	45
Percent satisfied with learning environment	96.0%	91.4%	93.2%
Percent satisfied with social and physical environment	100.0%	92.9%	95.6%
Percent satisfied with home-school relations	100.0%	94.4%	70.5%

*Only students at the highest elementary school grade level at this school and their parents were included.